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Tiger Cub News

April's Message from Mrs. Carol Bowie-Cotton

LES Families:

We hope everyone had a restful and enjoyable spring break. Now that we're back, let's dive into the final stretch of the academic year with renewed energy and focus. We continue to be committed to providing the best possible education for our geniuses. We have two more months of school remaining to maximize learning and prepare for continued success. See below the helpful tips to help your genius finish strong:

- Ensure your genius arrives to school on time and picked up promptly at the end of the day.
- Remember to check and sign your genius's planner regularly
- Remember to check weekly Wednesday folders to stay informed about assignments and upcoming events.
- Encourage your genius to read for at least 20 minutes every day to foster a love of learning and improve literacy skills.
- Continue to support your genius's academic progress at home each evening by ensuring that homework is completed daily and that skills are practiced and reinforced during the evening and weekends.
- Ensure your genius is well-rested and prepared for any upcoming assessments.

Let us continue to work to finish the school year strong. Standardized testing season is upon us. If you have any questions or concerns regarding testing, don't hesitate to reach out to your genius's teacher. In addition to our continued work in all academic and social areas, our K-3 and some 4th & 5th graders will take an end of the year DIBELS assessment. Also, our third, fourth, and fifth grade students will take part in the LEAP 2025 assessment during the fourth quarter. Please consider accessing the Family Support Toolbox Library at Louisiana Believes for Practice Tests and other information regarding the LEAP 2025 assessment (<https://www.louisianabelieves.com/resources/library/family-support-toolbox-library>). Your support will help your genius feel confident and resilient throughout the state testing. Third, fourth, and fifth grade geniuses will take the assessment via computer. LEAP 2025 testing will take place in May. Thank you for your continued support and involvement in our school community.

Remember, when we Expect More ... we Achieve More. Thank you for your continued support and partnership in your Genius' education.

Carol Bowie-Cotton, Principal

POSITIVE THOUGHTS & AFFIRMATIONS

- | | |
|---|---|
| 1. There is no one better to be than myself. | 27. I am proud of myself. |
| 2. I am enough. | 28. I deserve to be happy. |
| 3. I get better every single day. | 29. I am free to make my own choices. |
| 4. I am an amazing person. | 30. I deserve to be loved. |
| 5. I can work through my problems. | 31. I can make a difference. |
| 6. Today I am a leader. | 32. Today I choose to be confident. |
| 7. I forgive myself for my mistakes. | 33. I am in charge of my life. |
| 8. My challenges help me grow. | 34. I have the power to make my dreams th |
| 9. I am perfect just the way I am. | 35. I believe in myself and my abilities. |
| 10. My mistakes help me learn and grow. | 36. Good things are going to come to me. |
| 11. Today is going to be a great day. | 37. I matter. |
| 12. I have courage and confidence. | 38. My confidence grows when I step outsid |
| 13. I can control my own happiness. | of my comfort zone. |
| 14. I have people who love and respect me. | 39. My positive thoughts create positive |
| 15. I stand up for what I believe in. | feelings. |
| 16. I believe in my goals and dreams. | 40. Today, I will work through my challenges. |
| 17. It's okay not to know everything. | 41. I am open and ready to learn. |
| 18. Today I choose to think positive. | 42. Every day is a fresh start. |
| 19. I can get through anything. | 43. If I fail, I will get back up again. |
| 20. I can do tough things. | 44. I am whole. |
| 21. I give myself permission to make choices. | 45. I only compare myself to myself. |
| 22. I can do better next time. | 46. I can solve problems and challenges. |
| 23. I have everything I need right now. | 47. It is enough to do my best. |
| 24. I am capable of so much. | 48. I can be anything I want to be. |
| 25. Everything will be okay. | 49. I accept who I am. |
| 26. I believe in myself. | 50. Today is going to be an awesome day. |





Its GROW Time!



**Be
adaptable**



**Be
responsible**



**Be
Loyal**



**Be
Here**



**Be
optimistic**



**Be
Compassionate**



**Be
prepared**

But...



**Stay home
if you are sick.**



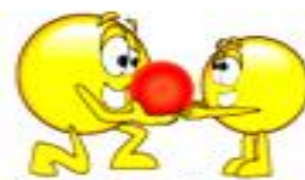
**Be
courageous**



**Be
on time**



**Be
respectful**



**Be to others
as you would hope
they would
be to you**



**Be
honest**



**Be
open**



**Be
ready**



**Be
trustworthy**

REMINDERS

ANYONE picking up your child from school

- ★ **Must be listed on your child's emergency card** and
- ★ **Must present photo identification** to the school office specialist in the main office. Otherwise, your child will not be released.
- ★ **Photo identification** will also be required at **car riders** if you do not have your placard.
- ★ In addition, only those on a child's emergency card will be allowed to pick him/her up from car riders.



If you are checking your child out from school, you must do so by **3:30 p.m.** **We will not take changes over the phone.** Car rider or after care notes may be sent with your child to school. You may also fax or email notes. **Bus changes are not allowed.**

Fax- 985-785-9933

E-mailed- lulingcubs@stcharles.k12.la.us

Check in time 8:30-8:40 a.m.

Dismissal Time: 3:40-3:50 p.m.

Early Dismissal: 12:45-12:55 p.m.

If you have not completed your child's paperwork (emergency card or release forms) sent home on the first day of school, please do so as soon as possible. Remember, some of this can be completed online.

Important FORMS

If you have not paid your child's \$20.00 technology fee or \$8.00 supply fee, please send this in as soon as possible.



Attendance Requirements:

ELEMENTARY students shall be in attendance a minimum of 167 days a school year. **Students may only be absent 10 days.** ELEMENTARY students who accrue more than 10 absences will NOT be eligible for promotion. Extenuating circumstances may apply. For more information, please refer to the 2023-2024 Student Code of Conduct District Handbook.

April

Upcoming Events

3/29-4/5

4/8

4/11

4/12

4/16

4/17

4/19

4/22

4/25

Easter Holiday (Spring Break)

Staff & Students Return

LEAP Night

World's Finest Chocolate Sales End

Awards 3-5

Awards K-2

Cake Bingo

Progress Reports Go Home

PK-2 Literacy Night

We would like to welcome our newest Tiger Cub member in the Family Center, Ms. Paige Lee. Ms. Lee is our Family Center Liaison.

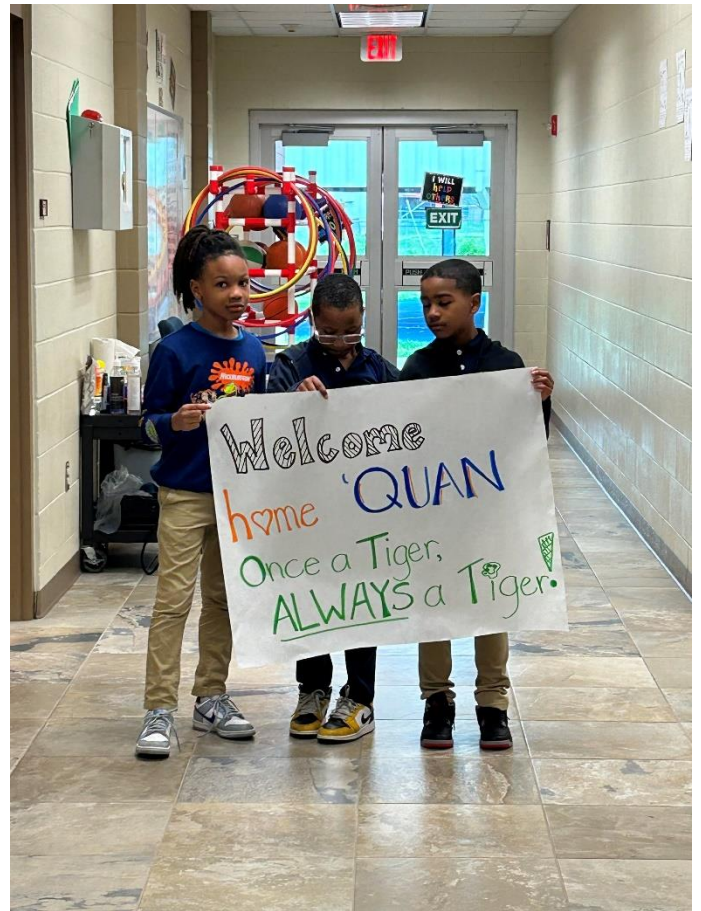




APRIL 2024

SUNDAY	MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY	SATURDAY
31	1	2	3	4	5	6
3/29-4/5 EASTER HOLIDAY (SPRING BREAK)						
7	8 Staff & Students Return	9	10	11 LEAP Night	12 WFC Ends	13
14	15	16 Awards Day 3-5	17 Awards Day K-2	18	19 Cake Bingo Kinder Artsperience	20
21	22 Progress Reports	23	24	25 PK-2 Literacy Night	26	27
28	29	30	1	2	3	4

Jha'Quan Jackson, a former LES Tiger Cub and Tulane University wide receiver, came back to his roots. We were all so excited to have him come back and visit us!





National Reading Month with DHS students



The more that you read, the more things you will know. The more that you learn, the more places you'll go. -Dr. Suess





Stay Safe Around Water

Warmer weather brings water activities like swimming and boating. Follow these safety actions whenever you are in, on or around water.

Make Water Safety Your Priority

- Swim in designated areas supervised by lifeguards.
- Always swim with a buddy; do not allow anyone to swim alone. Even at a public pool or a lifeguarded beach, use the buddy system!
- Ensure that everyone in the family learns to swim well. Enroll in age-appropriate swimming lessons.
- Never leave a young swimmer unattended near water and do not trust a child's life to another child; teach children to always ask permission to go near water.
- Have young children or inexperienced swimmers wear U.S. Coast Guard-approved life jackets around water, but do not rely on life jackets alone.
- Set rules for your family and enforce them. For example, set limits based on each person's ability, do not let anyone play around drains and suction fittings, and do not allow swimmers to have breath-holding contests.
- Even if you do not plan on swimming, be cautious around **natural bodies of water** including rivers and lakes. Currents and underwater hazards can make a fall into these bodies of water dangerous.
- If you go boating, wear a life jacket! Most boating fatalities occur from drowning.
- Avoid alcohol use. Alcohol impairs judgment, balance and coordination; affects swimming and diving skills; and reduces the body's ability to stay warm.

Prevent Unsupervised Access to the Water

- Install and use barriers around your **home pool or hot tub**. Safety covers and pool alarms should be added as additional layers of protection.
- Ensure that pool barriers enclose the entire pool area, are at least 4-feet high with gates that are self-closing, self-latching and open outward, and away from the pool. The latch should be high enough to be out of a small child's reach.
- If you have an above-ground or inflatable pool, remove access ladders and secure the safety cover whenever the pool is not in use.
- Remove any structures that provide access to the pool, such as outdoor furniture, climbable trees, decorative walls and playground equipment.
- Keep toys that are not in use away from the pool and out of sight. Toys can attract young children to the pool.

Maintain Constant Supervision

- Actively supervise kids whenever around the water—even if lifeguards are present. Do not just drop your kids off at the public pool or leave them at the beach—designate a responsible adult to supervise.
- Always stay within arm's reach of young children and avoid distractions when supervising children around water.

Know What to Do in an Emergency. If a child is missing, check the water first. Seconds count in preventing death or disability.

- Know how and when to call 9-1-1 or the local emergency number.
- If you own a home pool or hot tub, have appropriate equipment, such as reaching or throwing equipment, a cell phone, life jackets and a first aid kit.
- Enroll in water safety, first aid and CPR/AED courses to learn how to prevent and respond to emergencies.





As we continue throughout this awesome school year, it is important that we protect our mental health! Emotional and mental health is important because it's a vital part of our life and impacts our thoughts, behaviors, and emotions.

!! By practicing good self-care, we can reduce anxiety and increase our overall well-being!!

Listed below are a few steps that you can take to improve your mental health every day.

- *Exercising*
- *Eating healthy meals*
- *Taking a break when you need to*
- *Remembering something you are grateful for*
- *Getting a good night's sleep*



Although, there may be trying times, it is imperative that we focus on the positive things in our life by appreciating the things that we are thankful for.



PTO

Spring Cake Bingo!



Please join us for our
3rd annual
Spring Cake Bingo!



Date: Friday, April 19, 2024

**Time: Doors open at 5:30 PM,
Bingo begins at 6:00 PM**

Location: Luling Elementary Cafeteria

Cost: \$5.00 per ticket, includes entry and a bingo board!



Must be purchased in advance on a first come, first served basis

Only 225 wrist bands will be sold

Due to limited seating, anyone attending cake bingo must have a provided wrist band. This includes small children. No one, regardless of age will be admitted without a wristband!

PRE-ORDER DUE BY Thursday, April 11, 2024.

No entry tickets will be sold at the door!

Proceeds will support classrooms and clubs at LES!

Fun for the whole family!

Food, snacks, extra cards, raffles, and more will be available for purchase!



Spring Bingo!

Dear Stakeholders,

The 3rd annual Spring Cake Bingo will be held on **Friday, April 19, from 5:30–8:00 p.m.** This event is sponsored by the PTO and serves as a fundraiser for our school. We are asking for donations for our fundraiser raffle basket giveaways, which will be raffled off at this year's Cake Bingo! Please help support our school by donating a **NEW & UNWRAPPED** item for our grade level basket. Each grade level basket will be raffled off at the Bingo to raise money for Luling Elementary.

If you would like to contribute something to our basket, please send your contribution in with your child. **Please be sure to send in your donated item by: April 11, 2024** to have it included in our wrapped basket. (All baskets will be wrapped for display at the event.)

Please note that your participation is **purely optional**, but any student who donates an item will receive a jean pass and be entered into a special raffle to win a **Gift Card**. The themes are listed below.

K	Family Night
1 st	All Things GIRL
2 nd	All Things BOY
3 rd	Spa/Self-Care
4 th	New Orleans
Pre-K and 5 th	Spring/Summer Fun!

Thank you for your help. We look forward to seeing you at
Spring Cake Bingo!



April Pre-K News



Happy Spring Everyone! As we approach the end of our school year, Pre-K geniuses will be learning about animals this month. They will learn about mammals, reptiles, sea life, and birds. Students will use practiced learning skills to explore the differences in animals that live on land and underwater. Kindergarten, Here We Come!





Can you believe we are already in the month of April? Spring is here and our learning in kindergarten is in full bloom. We are so excited to keep working hard and striving to be the best readers, mathematicians, writers, thinkers, communicators, problem solvers, and leaders we can be in kindergarten!

In CKLA Skills, we are flexing across the grade level to ensure our students' literacy needs are met. Students who are in unit 8 have begun their new unit which introduced our new character, Sam, in the decodable readers. The students will learn that "gg", "dd", "ff", "ll", "mm", "bb", "cc", "nn", and "ss" are double-letter spellings that stand for the same sounds as the single-letter spellings. Students are working on letters and sounds, blending, and segmenting and are continuing to learn how to use their knowledge of letters and sounds to read decodable text fluently and accurately.

During the middle of March the students began module 6 which allowed them to dive into place value concepts as they began to count and write numbers 11 to 20. They learned that each teen number, 11 to 19, is composed of 10 ones and some more ones and that the digit 1 in a teen number represents 10 ones. Students will continue to expand on their experience with place value and part-total relationships by representing teen numbers with number bonds and number sentences.

In CKLA Knowledge, we have been busy learning about Kings and Queens and royal families. Using both fiction and nonfiction text, the students are building an understanding of the responsibilities, lifestyle, and customs associated with royalty throughout history. By the end of this month, the students will have read, discussed, and enjoyed many of the classic, well-loved poems and stories including "King Midas and the Golden Touch," "The Princess and the Pea," "Cinderella," "Old King Cole," "Sing a Song of Sixpence," and "Snow White and the Seven Dwarfs."

It is still "Grow Time" at LES. We look forward to blooming and growing with your child as we finish this month on a strong note with many successes and celebrations in our learning community!

FIRST GRADE



We are now in April! Spring is here! Flowers are blooming and so are our amazing first graders. Students have been working hard growing together and extending their roots. We have already taken our class photos and are approaching the end of the year. We enjoyed our Easter break and are ready to finish strong.

In math, students are continuing to master place value and can add and subtract two-digit numbers. As we enter into April, students will dive deeper to add and subtract more difficult numbers as we learn about advanced place value. Moving forward, students will also be learning about shapes. They will learn how to describe and classify shapes using the shape's attributes. They will be analyzing flat shapes and three-dimensional solid shapes. Together students will deepen their understanding of part-whole relationships by partitioning wholes into halves.



In ELA, just like we are growing our spelling trees, students are growing their vocabulary with their continued effort to learn more sound patterns to become better readers. They will continue reading words with different vowel pairs, R-controlled patterns and they will learn patterns with alternative spellings. They will start to read multisyllabic words. As they are learning and practicing these sound patterns, they are also

learning to read with purpose and understanding and answer questions about what they have read.

Ok Knowledge, students learned about the History of the Earth. They learned about minerals, types of rocks and even dinosaurs! So cool! Our little explorers will take an adventure into animal habitats in our current domain!

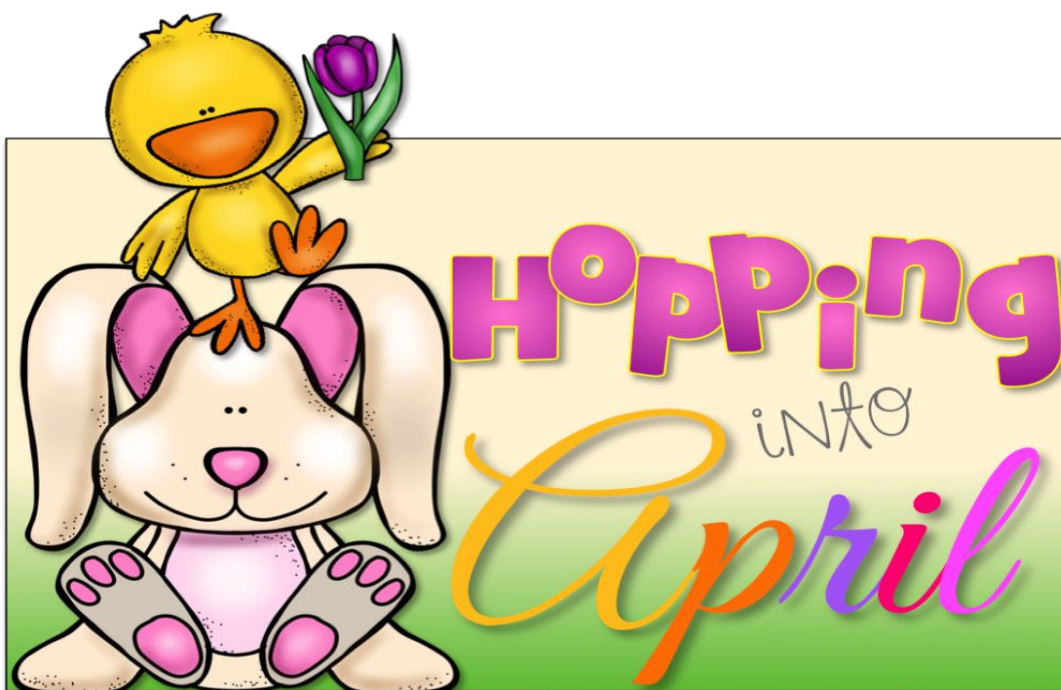


Learning to Reading



Watch out, our first graders are unstoppable!



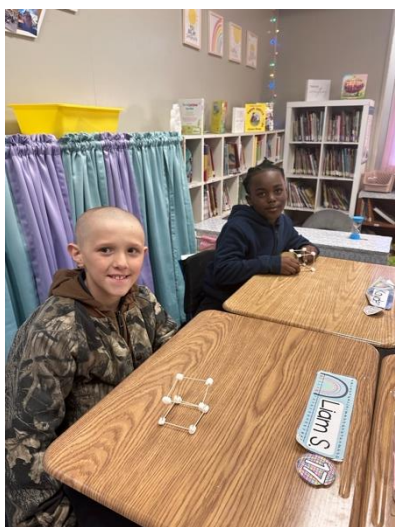


It's April, and our second graders are hopping their way towards summer! We are so excited that spring has arrived and we are on our way to the end of the school year. However, we still have a lot of learning to do before the 2023 – 2024 school year concludes.

In Math, we are finishing up learning all about shapes and time! We have reasoned about the attributes of geometric shapes, worked with composite shapes, and learned how to partition circles and rectangles in to equal shares. We have built fractional understanding and applied this understanding to tell time. We are currently counting and solving problems with equal groups of objects. Second graders are organizing equal groups in to rows and columns to create rectangular arrays. As we compose and decompose arrays, we are gaining foundation for multiplication and division.



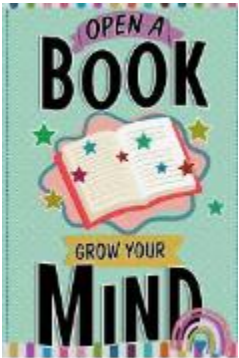
In ELA, we are continuing our 95% Intervention groups and flex groups. In these groups students are practicing vowel sounds, blends, digraphs, etc. They practice by reading and writing words of the focus pattern. Students are reaching new goals in these groups!



In Knowledge, we are learning concepts regarding cells and how cells form the building blocks of life on Earth. We are learning how collections of cells form tissues, and tissues form organs, and finally how organs work within the various body systems. In addition, we are learning about Anton van Leeuwenhoek, his work with the microscope, and his discovery of the tiny one-celled bacteria.



April showers bring May flowers making our 3rd grade GENIUSES bloom! We are so very proud of all of the hard work our GENIUSES have put in to show the tremendous GROWTH they are making this school year.



ELA: Our GENIUSES are discovering just how Louisiana and the United States grew to become this great nation through our guidebook unit, The Louisiana Purchase. They are gaining a deeper knowledge of just how important the Mississippi River is to our economy. Ask your genius to tell you about Napoleon and Jefferson, maybe they will even go into Lewis and Clark.

Our Geniuses also celebrated Read Across America Day by creating their



own "Dr. Seuss" like Poems.

Math: Our GENIUSES are wrapping up our Module on Fractions which builds their background knowledge to successfully launch our Module on Time, Money, and Measurement.



Science: Our GENIUSES learned all about inherited vs acquired traits. We had our very own special guest, Greta the Guinea pig, visit our classroom to reinforce this knowledge. We are now moving on to learn all about force and motion.





ELA

This month our geniuses will be completing their Culminating Task. Students will need to answer: Was the American Revolution an act of treason or a justified fight for freedom? This response will be written from the point of view of either George Washington or King George III. To further prepare for this task, all geniuses should read nightly and review all notes in class.

Math

We are continuing to work through Module 5: Place value concepts for decimal fractions. This will extend the learning of the relationship about fractions and decimals. We will also continue to dive deeper into our essential skills of whole numbers, multiplication, and subtraction. Please review all notes and study guides to be prepared for formatives and summatives.

4th Grade

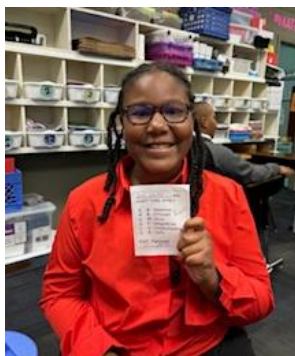


Social Studies

This month we will continue Unit 3: Early Civilizations, India, China and Greece. Students will engage in numerous readings of how the history of early civilization is a collection of the histories of many different people and places. They will also make connections to the structure, religions, and cultures of ancient civilizations and how those influences can still be seen in our societies today.

Science

We will continue Module 4: Light. In the unit student we will continue to explore the question: What happened to Amelia Earhart? This will be further broken down into three concepts: sight, physical properties of objects, and communication. Exploring these concepts will help students understand how light affects what we see.



FUN

in 5th grade

AND MORE



ELA- In the month of April, students explore "Shutting Out the Sky," a unit diving into the immigrant experience during the early 20th century. Through analysis of primary sources and engaging discussions, students gain insight into the challenges faced by immigrant families striving for the American Dream amidst urbanization and industrialization. By delving into the lives of various stakeholders, including immigrant children, factory owners, and social reformers, students develop critical thinking skills and a deeper understanding of historical context. Through collaborative activities and reflective writing, students emerge with enhanced literacy skills and a greater appreciation for the immigrant experience and its impact on American society.

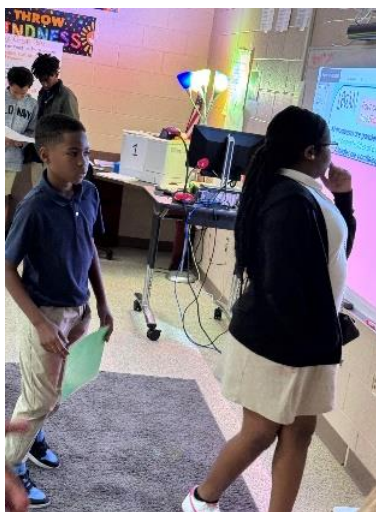
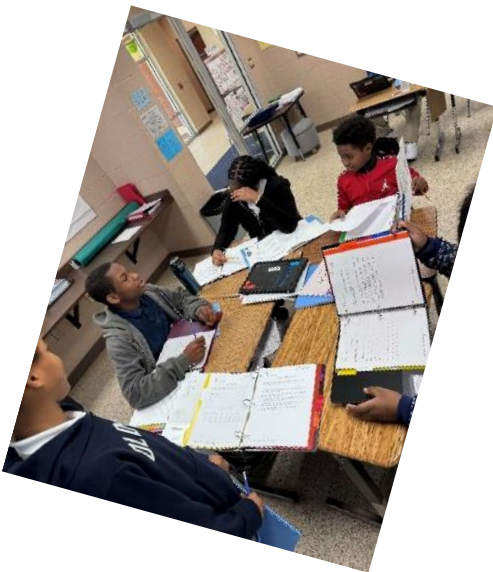


Math- During the month of April, the 5th Grade geniuses will conclude their Module 5 studies of area and volume. Weekly quizzes will be given and another summative test. Students will begin Module 6. This module introduces the coordinate plane. Students will construct coordinate planes, identify the location of points in the plane, and identify patterns in ordered pairs that create lines. In preparation for the upcoming LEAP assessment, students will be reviewing previous essential standards daily and have homework nightly.

Social Studies- During the next few weeks, this month in social studies, we will continue our exploration of the Native American Tribes and their defining characteristics of North America. We will discuss and review the cultures, sociological factors, and arts of the five different nations.



Science- The month of April, science geniuses will continue to discuss shadows and model and investigate the apparent east-to-west motion of both the sun and moon. We'll create a model of Earth's daytime and nighttime and investigate the cause of the sun's rising and setting. After analyzing moonrise and moonset times, science geniuses will model the moon's orbit, explain its changing times, and discuss why the moon is visible. Afterwards, we'll discuss how the moon's orbit makes its appearance change as well as how the characteristics of stars and their distance affect stars' apparent brightness. They will continue to examine the relationships within ecosystems between plants, animals, and decomposers as well as explore how to maintain balance within an ecosystem.



April Music Madness

The month of March was dedicated for several years as “Music in Our Schools Month”. It was a very busy musical month indeed! The LES band participated in the second annual YALL festival at the Lafon Performing Arts Center (LPAC). The band received numerous praises and compliments from the judges, as well as other participants. The LES band also performed for the St. Charles Parish Arts Awareness Festival (SCPAAF.)

The LES band is planning on attending the Archdiocese’s Band Festival in New Orleans this month. We are hoping our school schedule will allow us this opportunity. Also, our spring band and choir concert is scheduled for May.

On another “NOTE”we started a 3rd grade band class in February. The 3rd graders are progressing quite well. We have 3rd graders learning to play the flute, clarinet, saxophone, trumpet, trombone, percussion, and even a tuba player!

We look forward to seeing all of our LES family at our spring concert in May!



Luling Elementary School Family Center

Together We Can Make a Difference



Paige Lee: plee@stcharles.k12.la.us

Teachers tell us that successful test-takers tend to be students with good attendance, homework, and study habits; therefore, your daily assistance with homework and attitude toward school has the biggest impact on your child's performance. However, there are key ways you can develop his/her test-taking ability.

Standardized tests: How can you help your child prepare?

☒ **Optimize brain power.**

Teachers say the students who struggle the most on testing days are the ones who didn't have enough sleep or a good breakfast the day of the test. Also, students who are physically or mentally unprepared often encounter problems. Make sure your child has every tool he/she needs — pencils, an eraser, paper, a calculator, etc. laid out the night before, as well as any preliminary paperwork filled out, if possible. If your child isn't feeling well on the test day, it's better to keep your child home and let him/her make up the test later rather than risk poor performance.

☒ **Encourage good study habits and challenge critical-thinking skills.**

Reviewing test-taking strategies are important, but monitoring overall academic progress and staying in good communication with the teacher will help you ward off potential problems. Good reading skills factor heavily in a timed test, so encourage reading (consider magazines, newspapers, or even comic books if your child shies away from books) as much as possible. Testing also measures critical-thinking ability, so ask your child to discuss ideas or voice his/her opinion often to stimulate these thought processes.

☒ **Know what to expect.**

Most teachers will send home information about the test schedule and class preparation plans well before the test date. However, if you don't hear from your child's teacher you should contact her and find out:

- *What is the name of the test and what will it measure?*
- *What's the format? (Multiple choice, essay, short answer, etc.)*
- *How will the class prepare in school?*
- *How is it scored? Will students be penalized for incorrect answers or should they guess randomly when stumped on a question?*
- *When will you receive the results?*
- *What are the test's implications? Will it affect your child, school, or both?*
- *Are there any specific ways you can help your child prepare?*

☒ **Look at your child's past performance.**

If your child scored low in a particular area, you may want to provide your child with exercises that reinforce that subject. Aim for activities that simulate the testing experience, such as multiple choice geometry questions or vocabulary practice that asks to identify antonyms or synonyms. Workbooks geared towards standardized test preparation often provide these kind of exercises. Avoid drilling in areas where your child excels; you run the risk of boring and losing his/her patience with testing.

☒ **Provide practice opportunities.**

You may be able to request sample or practice tests from your child's school or find them at the library. Be sure to time any practice tests (assuming the standardized test will be timed) so your child is not surprised by time constraints on test day. Start practicing several weeks before the date and keep study sessions short. Setting small goals, such as learning five new words each session, will help your child measure his/her progress and boost his/her confidence. Make sure your child takes the night before the test off — cramming can increase his/her stress level.

☒ **Relax and remain positive.**

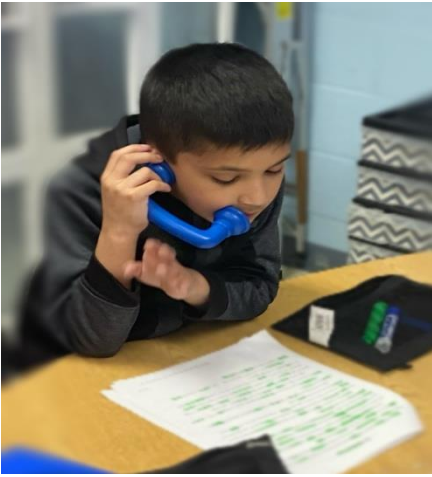
The best test-takers are confident, committed, and at ease. Even if you are nervous about your child's performance, be wary of transferring that concern to your child. You never know, some kids actually enjoy tests! If your child is likely to get nervous, practice a few relaxation techniques, such as counting from one to ten or taking deep breaths, which can help relieve tension during the test.

Standardized tests: How do you interpret the results?

Because assessment varies from test to test, it would be impossible to include all the terms you may encounter here. However, the scores should be accompanied with information to help you interpret them. Don't hesitate to contact your child's teacher if you have questions or need help understanding the results.

<http://www.scholastic.com/parents/resources/article/study-skills-test-taking/standardized-tests-prepare-and-interpret-results>

Too often we give children answers to remember
rather than problems to solve. —Roger Lewin



From Luling Elementary Interventionist:

As the weather warms with spring's arrival, students are working hard to increase their reading fluency at Luling Elementary. Just like in sports, to build your skills, you must practice.

At Luling Elementary, students begin by developing an understanding of the basic phonic code which includes letters, sounds, short vowels, writing, and reading short vowel words. After students master the beginning skills, remaining skills will be built on this foundation. As a reader develops, more advanced phonic code is taught which include vowel patterns and syllables.

To become a better reader, students can:

- Schedule time to read.
- Set yourself up for success. Pick a location that is quiet to reading.
- Stop at points to reflect on what you are reading, making sure you understand what you are reading. Talk to someone about what you are reading.
- Take notes as you read.

Question/Statements to help students understand the text being read:

- Who are the characters in the story? Who/what is the main character? How does the main character change or grow?
- Where does the story take place? (time of year, time of day, location)
- What was the problem or adventure in the story?
- What was the main idea?
- How was the problem solved?
- Tell me about the adventure in order of how events happened.
- How did the story end or wrap-up?
- How does the author help you 'see' the story? (What descriptive words does the author use to help you paint a picture of the action?)
- Do you have a connection to any characters or the actions?

